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Breif history of Southwestern's course requirements; presentation of course patterns of recent graduates; curriculum comparisons with 13 other colleges; report on integrated curriculum and curricular changes since school's start.

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V. CURRICULUM

A hundred years ago, the student at this college devoted his first two and a half years to the study of Greek, Latin, and mathematics. During the last year and a half of his college course, he substituted science for mathematics. Courses listed under this head included chemistry, mineralogy, astronomy, meteorology, natural philosophy, geology, and zoology. Other courses for juniors and seniors were rhetoric, mental philosophy, political economy, moral philosophy, and evidences of Christianity. During the junior year, the student also had the option of selecting foreign languages.

Forty years ago, in March of 191 , a system of listing courses required for graduation was introduced. For the degree of Bachelor of Arts, one hundred and twenty-six semester hours, exclusive of laboratory, were required, including:

One year of Mathematics
One year of History
Two years of English
One year of Philosophy
One year of Chemistry, Biology, or Physics
Two years of Bible study
The minimum requirement of two foreign languages - representing eighteen semester hours of study in each language

The present requirements include: (See CATALOG 1957-58, pp. 38-41)

Two years of English
One year of History
One year of Philosophy or Psychology
One year of Chemistry, Biology, or Physics (with laboratory)
Two years of Bible study
Proficiency in French, Spanish, or German - usually achieved in fourteen semester hours of study or the equivalent.
Two years of Physical Education
One year of Social Studies

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Two years of Greek, Latin, or Mathematics with the following options: The second year of Greek or Latin may be Greek or Latin Civilization in translation; the fourth semester of mathematics may be in Logic.

During this forty year period there has been a further specification of departmental requirements. Degree requirements compare with electives as follows, the variations being determined by the academic preparation of the entering student and the program he elects:

General degree requirements	60 to 76
Departmental requirements for a major	24 to 36
Electives	12 to 32

Patterns of Courses of Recent Graduates

A study (see Exhibit D) of 102 graduates during the ten year period of 1947 to 1957 respecting the major fields chosen and hours elected shows the following:

a. Economics (18), Political Science (15), History (11), Mathematics (10), and Philosophy (8) were most often selected as major fields of study. Physics (1), Latin (1), Greek (1), Biology (2), Music (2), and Spanish (3) were least frequently selected as majors.

b. Those majoring in Bible, Chemistry, Economics, English, Mathematics, Physics, and Political Science tended toward certain favored electives. Those majoring in the following fields tended to scatter their electives: Biology, French, History, Philosophy, Psychology, Sociology and Spanish. The courses most favored as electives were: History 120), Speech (113), Economics (67), Philosophy (66), English (48), and Psychology (43). (Numerals indicate the number of times a semester course was selected.)

EXHIBIT D

A STUDY OF COURSE PATTERNS

102 graduates 1947-57, with major and elective hours

Explanation: Cases were got by proceeding alphabetically through file, examining cards of graduates falling in period above. (B. M.'s were omitted.) It followed that some popular majors like economics include 18 cases, while Latin has 1. Only German has no case in the sampling.

	No. Cases	No. Grads	Av. Hrs. Major	Av. Hrs. Electives	Favored Electives	Man Course	Distinction
Bible	4	28	22	24	English	1	1
iology	2	41	28	27	Chemistry		
hemistry	5	37	29	15	Biol., Phys.		
conomics	18	118	34	15	Hist., Speech	3	1
nglish	6	118	31	18	History	3	3
rench	5	28	25	21	History, English, Philosophy	5	2
Greek	1	8	24	27	Latin, History		1
History	11	117	30	21	Spanish, Phil., Pol Science	5	3
Latin	1	5	36	21	Greek		1
Math	10	67	26	20	Physics, Biol., Chemistry	2	2
Music	2		49			1	2
Phil.	8	61	25	21	Psych., Greek, History	4	5
Physics	1	16	24	21	Math		1
Pol Sc	15	63	25	24	Econ., History, Speech	3	2
Psych.	6	58	30	24	Speech, Soc., Philosophy	1	3
Sociology	4	36	23	24	Pol Sc., Psy., Hist., Phil.	1	
Spanish	3	50	24	24	French		1
Totals	102	851				29	28

CONTINUED

Factual Analysis:

(1) Total cases examined is 102 out of possible 851 (excluding B. M.'s and German) over period of 1947-1957.

(2) Of 102 cases, 44 were transfers, with one semester or more done at another institution than Southwestern.

(3) Of 102 cases, 34 were in period of 1953-1957. Of these 34, 15 were transfers.

(4) Of 102 cases, 28 were graduated with distinction or honors. Of the 28 distinction graduates, 9 were transfers.

(5) Of 28 distinction graduates, 11 had Man Course. In period of 1953-1957, 8 graduated with distinction. Of these 8, 5 had Man Course.

(6) The following majors tended to gravitate strongly towards certain favored electives: Bible, Chemistry, Economics, English, Mathematics, Physics, Political Science.

(7) The following majors tended to scatter their elective choices: Biology, French, History, Philosophy, Psychology, Sociology, Spanish.

(8) Subjects favored as electives:

Number of times (semester course) chosen as elective

History	120	Economics 43, Pol Science 28, English, French, Philosophy
Speech	113	Economics 23, Pol Science 20, History 16, Psychology 10, Philosophy 8
Economics	67	Political Science 40
Philosophy	66	History, Economics, Political Science
English	48	
Psychology	43	Philosophy 11

c. Of the 102 cases, 28 graduated with honors or distinction. Of the distinction graduates, 9 were transfers. Of the 28 graduates with distinction, 11 had elected the integrated course, "Man in the Light of History and Religion."

Curricula Comparisons

The degree and departmental requirements in the Southwestern program compare with those in thirteen other colleges as follows. (These studies not included in the report but available for examination.) Colleges studied were: Agnes Scott College, Columbia College, Carleton College, Davidson College, Goucher College, Grinnell College, Hamilton College, The University of the South, Pomona College, Swarthmore College, Tulane University, Washington and Lee, College of Wooster.

a. The total hours required, and in the main, the subjects required do not differ widely from those in the majority of colleges considered.

b. Southwestern prescribes more specific courses while others require sometimes as many hours.

c. Southwestern follows departmental lines while a number of institutions group their courses according to subject areas or along divisional lines.

d. Southwestern's requirement of Greek, Latin, or Mathematics differs from other institutions.

Questions about possible changes in the Southwestern curriculum took the following directions:

1. Is it desirable to eliminate even more electives in order to prevent students from graduating without certain basic educational experiences? Or,

2. Would an increase in electives be desirable? Or,

3. Would a more integrative approach be more likely to achieve our educational aims?

Report of a Special Committee on an Integrated Curriculum (1957-58)

This committee carried on a study over a period of several months, undertaking to raise the basic issue of whether the present curriculum with some possible adjustments or some other type of curriculum would contribute more to the realization of the aims of a Christian liberal arts college. A progress report was made to the Curriculum Committee regarding an integrated type of program.

These questions concerning the aims and achievements of Southwestern's educational program were asked:

1. What distinguishes Southwestern's program of studies from that of a secular liberal arts college? Does our program bring about a Christian and liberal study of the arts and sciences? Or,
   Do students transfer from this college to institutions of various kinds without a sense of missing an intellectual liberation or an understanding of Christian values?

2. Does the educational program have a logical structure so that the student gains a sense of progression into important educational experiences from year to year? Why do only 40 percent of those who enter continue until graduation at their original college?

3. Is learning measurable solely or primarily by information amassed? If so, how serious is the lack of retention over a period of time? And what about the rapid change in data in certain subject areas? Or is learning measurable primarily by ability in problem solving? Is it important to grasp principles, to discover relationships, and to learn to make value judgments?

These questions led to a search for a more comprehensive approach to learning. Information is essential, but it must contribute to the solution of problems; education cannot properly stop short of finding relations between data and their ordering principles; and since people inevitably make value judgments, these must come under critical investigation.

Thought and deed are thus associated, and religious concepts both ultimate and practical demand consideration.

The members of the study committee began to explore an integrated type of program as the most promising to meet these demands. The group thought that in such a program inter-relations of knowledge would take place, that various operations of writing and reading would be connected with substantive materials studied, and that faculty members would have touch with the total educational experiences of the student. Such a plan contemplates a team of about six professors representing different disciplines for each fifty students. Educational processes would take place in groups differing in size according to the disciplines demanded: for lectures a hundred students might be together; for discussions about twenty would be in a group; for tutoring there would be from one to five students. From the start there would be preparation for independent learning. The first year student would participate in an integrated study of Ancient Classical Civilization which would combine literature, fine arts, history and religion; writing and research disciplines would be learned in relation to these subjects. There would be a foreign language study (or an intensive mathematics course for science and mathematics majors), and there would be general courses in mathematics and in science. During the sophomore year, the Civilization study would continue as a study of Western Civilization, including comparative literature, history and philosophy; the foreign language or the mathematics would continue; a study of social sciences would begin, a major subject would be elected, and an individual project would be undertaken. During the last two years a large share of time would

NCIENT & ASSICAL VILIZ. nglish, story, le, lit- sem. hrs.		FOREIGN LANGUAGE or, math. for scient. and mathem. 6 sem. hrs.	MATHEMATICS (general) 6 sem hrs.	SCIENCE 10 sem. hrs.	
ERN LIZ. era- , hist- philos. em. hrs.		FOREIGN LANGUAGE or, math ematics 6-8 hrs.	SOCIAL SCIENCES Intro. & methods, choice of subject 8 sem. hrs.	MAJOR 8 sem. hrs.	PROJECT 2 sem. hr.
RICAN DIES sem. hrs.	FINE ARTS 4 hrs.	ELECTIVE (of which 6hrs. lang. for scient. 10 sem.hrs.	MAJOR 8 hrs.	PROJECT 2 hrs.	
NIOR BLE hrs.	CONT. ISSUES 4 hrs.	ELECTIVE 8 sem. hrs.	MAJOR 12 HRS.	PROJECT 2 hrs.	

emedial work in reading, writing etc. for sub-standard.

. A. candidates have two years of language.
B. S. candidates have one year of language required (reading knowledge only).

be spent in a major field of study. The attached chart (Exhibit E) provides a graphic summary of this program. The study is still in its early stage, and the projection is tentative.

Continuing Studies Planned

The Curriculum Committee took the following actions:

1. Authorization of the appointment of a sympathetic committee to continue the study of an integrated program and to report to the Curriculum Committee.

2. Authorization of the appointment of a sympathetic committee to study possible alterations within the present structure of the curriculum, and to report to the Curriculum Committee. It was further recommended that a set of questions be formulated for consideration, such as:

   The inclusion of fine arts in the degree requirements
   Interdepartmental majors
   Development of general elective courses
   Television in education
   Research paper to supplement comprehensive examinations or to substitute for one phase

3. Recommendation that individuals or groups in the faculty be invited to submit suggestions to the Curriculum Committee.

Curriculum Changes

While Southwestern's curriculum has adhered closely to the Liberal Arts and to Biblical Studies, a willingness to undertake new approaches and to experiment has led to the adoption of Honors (1928) and Tutorial (1932) programs, the introduction of an interdepartmental course in History and Religion (1945), the opening of a department of Music (1943), the entrance into the field of Adult Education (1946), (including the establishment of an Institute for Executive Leadership, 1955), the requirement of comprehensive examinations (1948), introduction of a department of Educa-

tion (1949), inauguration of a department of Art (1950), introduction of a program of International Studies (1956), and the opening of a community Center for Language Studies (1958).

These changes have been introduced largely as additions to the existing program. For forty years, the basic curricular structure has remained substantially the same. The special committee studying an integrated program is not the first to suggest a major recasting of the structure, but the proposed program is probably the most far-reaching. Whether or not its recommendations would enable the college to realize its objectives more adequately cannot yet be determined. But it may be significant that simultaneous studies are in progress looking to change within the present structure and to change in the structure itself.